



PACIFICA

SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	Recruit and retain highly qualified diverse teachers and educational support staff; provide instructional materials that align to the state standards in the core content areas of ELA/ELD, mathematics, science, history-social science, physical education, and health education; maintain safe facilities that are conducive for learning and follow up to date safety protocols. (Conditions of Learning: Basic, Implementation of State Standards and Course Access)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of teachers without full credentials; teacher misassignments and vacant positions	2020-2021: 2 teachers without full credentials 0 teacher misassignments 1 vacant position	2021-2022: 4 teachers without full credentials (interns) 14 teacher misassignments 1 vacant position	2022-2023: 5 teachers without full credentials (interns) 6 Teacher misassignments 11 vacant positions - 9 filled by contractors and 2 by Long-term Subs	9 teachers without full credentials Teacher mis-assignments yet to be determined based on Audit 8 vacant positions filled by contractors	0 teachers without full credentials 0 teacher misassignments 0 vacant positions
Increase the percentage of Special Education teachers that are employees of Pacifica School District	2020-2021: 12 of 19 (63%) Special Education teachers are employees of Pacifica School District	2021-2022 10 of 19 (53%) Special Education teachers are employees of Pacifica School District	2022-2023: 9 of 20 (45%) Special Education teachers are employees of Pacifica School District	11 of 20 (55%) Special Education teachers are employees of Pacifica School District	80% Special Education teachers are employees of Pacifica School District
Increase the number of school sites that have an overall rating of Good or Exemplary	2020-2021: 6 School Sites have a Good rating 1 school site has a Fair rating	2021-2022: 6 School Sites have a Good rating 1 school site has a Fair rating	2022-2023: 3 Sites - Good rating 3 Sites - Fair rating 1 Site - Poor Rating	3 Sites - Good rating 4 Sites - Fair rating	All 7 School Sites have a Good or Exemplary rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as determined by the FIT					
Increase the percentage of teachers surveyed indicating that instructional materials aligned with state standards adopted curriculum in the core content areas are made available at a full implementation level.	2019: 75% English Language Arts 36% English Language Development 88% Mathematics 11% NGSS 26% History Social Science	84% English Language Arts 38% English Language Development 93% Mathematics 12% NGSS 30% History Social Science	2022-2023 Sept 2022: 71% English Language Arts 61% English Language Development 77% Mathematics 51% NGSS 47% History Social Science	70% English Language Arts 58% English Language Development 83% Mathematics 70% NGSS 37% History Social Science	90% English Language Arts 80% English Language Development 90% Mathematics 80% NGSS 80% History Social Science
Reduce the percentage of families reporting lack of access at home access to a tablet, laptop or computer available for school work when they need it.	2021: 12% families report their child does not have access at home to a device when they need it.	Every student has been assigned a Chromebook that when needed can use at home for school work for the 2021-2022 School Year	Every student has been assigned a Chromebook that when needed can use at home for school work for the 2022-2023 School Year	Every student has been assigned a Chromebook that when needed can use at home for school work for the 2023-2024 School Year	0% families report their child does not have access at home to a device when they need it.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

To achieve this goal, most actions have been implemented as planned. A few actions have been implemented in a way that differs from the initial intent. Action 1.5 was successfully implemented as the newly adopted K-5 Science Curriculum was implemented in all of our TK - 5 classrooms. The part of this action that differed from the initial intent was the review and evaluation of the 6-8 science curriculum which pivoted to a development of the scope and sequence for each grade level that would be aligned with the adopted curriculum. Part of that work was completed but the SMCOE science content lead who led the work was unable to complete her contracted services and the contract

was terminated. Action 1.6 Provide science safety training for all teachers involved in hands on science training was not implemented. Proper safety equipment was tested and maintained in all of the science classrooms but all teachers were not provided safety training. This prevented those untrained teachers from conducting certain science education lessons/activities. The year 3 outcome "Decrease the number of teachers without full credentials; teacher mis-assignments and vacant positions" metric, says ""Teacher mis-assignments yet to be determined based on audit". The audit results provide by the CDE that determines the number of mis-assignments has not been provided.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Most of the budgeted expenditures for actions in goal one were consistent to the expenditures in 2023-2024. The budgeted funding for Science Safety training (action 1.6) was not expended. Actions 1.1, 1.4 and 1.8 expenditures exceeded what was budgeted due to the increase amount of PSD employed SPED teachers (1.1); the underestimate for instructional material needs specifically for support of the unduplicated student population (1.4); and the increased number of student Chromebooks that needed to be replaced(1.8).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When looking at the actions around recruitment and retention of highly qualified staff (Actions 1.1), monitoring and support credentialing of teachers (1.2) and Professional learning support for new teachers (1.3) had different levels of effectiveness in achieving the desired results. These actions in 2023-2024 did produce a lower number of vacant positions and teacher mis-assignments and a higher percentage of SPED teachers employed by Pacifica School District as compared to 2022-2023. The actions around providing standard aligned curriculum and materials effectiveness of some of the actions are clearly evident. With successful implementation of the new TK-5 science adoption and phonics program for the K-2, our goal of providing instructional material that align with the state standards made significant progress in some content areas as evidenced by the increase and/or the high percentage of teachers reporting that instructional materials aligned with state standards. In the area of science, the percentage of teachers reporting alignment improved from 51% in 22-23 to 70% in 23-24; in Math it went from 77% to 83%; and in ELA it remained at high 70%. The drop in and lower percentage (51%) in 2023-2024 of teachers reporting alignment in the area of English Language Development showed the ineffectiveness of providing training and materials to support our English learners in language development. The continued actions of providing devices for every student and hotspots for families that need internet access at home has been effective in achieving the desired outcome of 0 students not having access at home to a device when they need it.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As we go into a new three year LCAP cycle, Goal 1 in 2023-2024 is being changed for the 2024-2025 LCAP. The goal will continue to address State priorities for conditions for learning (State Priorities 1, 2 and 7) and will additionally address the state priorities of School

Climate (Priority 6) and other pupil outcomes (Priority 8). Some of the metrics that have been effective will continue as way of monitoring the newly written goal 1 including:

- *monitoring of credentials, teacher misassignments and vacant positions;
- *Suspension Rate (from Goal 3 in 2023-2024 LCAP);
- *access to state adopted curriculum that is aligned to state standards.

Metrics are being added to the 2024-2025 LCAP Goal 1 include:

- *retention of teaching staff;
- *monitoring teacher onboarding and mentoring;
- *measuring the percentage of teachers and administration who participate in professional development around instruction and data analysis;
- *measuring grade and standard aligned IEP goals;
- *percentage of students receiving tier 1 and tier 2 interventions prior to the IEP referral process;
- *measuring behavioral non suspendable referrals;
- *measurement of the amount and effectiveness of elementary and middle school thematic pathways and/or courses;
- *the percentage of Integrated and Designated English Learner Language instruction.

The actions that have been carried over to 2024-2025 with slight changes in wording include actions:

- *around hiring, supporting and providing professional development for highly qualified teachers;
- *providing and utilize a district-wide comprehensive assessment (iReady);
- *tracking disciplinary incidents (from Action 3.19 in 2023-2024 LCAP) both resulting in suspensions and those not resulting in suspension;
- *IEP Goal Monitoring (from Action 2.13 in 2023-2024 LCAP);
- *Provide Integrated and Designated English Learner Language Courses (from Actions 2.5 and 2.6 in 2023-2024 LCAP)
- *Tier I and Tier II Pre-IEP Interventions tracking which is a rewording of Action 2.3 in 2023-2024 LCAP

The 2023-2024 actions in Goal 1 that will not be carried forward because they do not align with the focus of the new goals include the technology based actions (1.7, 1.8, 1.9, 1.10) and the maintenance of facilities action (1.11).

Changes to this Goal and it's metrics and actions are based off data analysis and educational partner input and will provide for a more focused and aligned approach to addressing the identified priorities under conditions of learning, school climate and certain pupil outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	With emphasis in Math, English Language Arts and English Language development (ELD), address academic needs of all students by making informed data driven instructional decisions through the use of assessments, powerful instruction and the development of supports and intervention plans. (Student Outcomes: Pupil Achievement, Other Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Average distance from level 3	2019: All: 19.2, +0.6 ELs: -35.1, -0.6 SED: -28.1, +6.6 SWD: -73.9, +12.9 Filipino: 11.5, +10.1 Hispanic: -13.6, +4.1 Asian: 40.8, +3.5 Two or More Races: 33.2, +5.5 White: 35.7, -3.4	Data from 19-20 and 20-21 are not available due to not being comparable data because of restrictions from the Covid 19	2021-2022 All: 1.1 ELs: -37.1 SED: -49.5 SWD: -99 Filipino: 4.3 Hispanic: -30.7 Asian: 30 Two or More Races: 16 White: 10	2022-2023 All: 1.9; ELs: -55.5; SED: -40.3; SWD: -116 Filipino: 20; Hispanic: -32.2; Asian: 26.1; Two or More Races: 23.9; White: 14.3 SBAC will be taken in May 2024	All: 20 ELs: -17 SED: -14 SWD: -36 Filipino: 20 Hispanic: -6 Asian: 45 Two or More Races: 35 White: 40
SBAC Math: Average distance from level 3	2019: All: 6.6, -1.1 ELs: -37.8, +2.2 SED: -41.1, +4.9 SWD: -91.2, +16.2 Filipino: 3.4, +5.1 Hispanic: -30.2, +3.9 Two or More Races: 23.6, +9.2 White: 21.4, -7.5	Data from 19-20 and 20-21 are not available due to not being comparable data because of restrictions from the Covid 19	2021-2022 All: -6.4 ELs: -44 SED: -60.7 SWD: -109.9 Filipino: -9.5 Hispanic: -44.5 Two or More Races: 10.2 White: 1.6	2022-2023 All: -0.7; ELs: -54.2; SED: -53.7; SWD: -125.7; Filipino: -7.4; Hispanic: -38.2; Two or More Races: 22.4; White: 11.8; Asian: 44.3	All: 10.0 ELs: -18 SED: -20 SWD: -45 Filipino: 6 Hispanic: -15 Two or More Races: 25 White: 25 Asian: 50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 42.4, +4.9		Asian: 41,6	SBAC will be taken in May 2024	
Reduce the percentage of students identified as at-risk of not meeting ELA grade level standard as indicated on the Progress Monitoring Assessment	August 2021: 27% at Risk January 2022: 19% at Risk May 2022: 17% at Risk	August 2021: 27% at Risk January 2022: 19% at Risk May 2022: 17% at Risk	August 2022: 27% at Risk January 2023: 20% at Risk May 2023: 19% at Risk	August 2023: 26% at Risk January 2024: 20% at Risk May 2024: 18% at Risk	15%
Reduce the percentage of students identified as at-risk of not meeting Math grade level standard as indicated on the Progress Monitoring Assessment	August 2021: 26% at Risk January 2022: 16% at Risk May 2022: 13% at Risk	August 2021: 26% at Risk January 2022: 16% at Risk May 2022: 13% at Risk	August 2022: 25% at Risk January 2023: 17% at Risk May 2023: 14% at Risk	August 2023: 23% at Risk January 2024: 17% at Risk May 2024: 13% at Risk	15%
Increase the percentage of English Learners who moved up one performance level on the Summative ELPAC or maintained a Performance level of 4.	2019: 35.3% (low progress level)	Data not available yet from California School Dashboard	2022: 46% (medium progress level)	2023: 50.3% (Green Performance Level)	60% (high progress level)
Decrease the the number of Long Term	2019-2020: LTEL - 16 At Risk - 30	2020-2021 LTEL - 47 At Risk - 63	2021-2022 LTEL - 59 At Risk - 47	2022-2023 LTEL - 28 At Risk - 28	LTEL - 5 At Risk - 10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners and "At Risk"					
EL Reclassification Rate	2018-2019: 4% (12 Students) 2019-2020: 25.4% (85 Students)	2020-2021: 2% (6 Student)	2021-2022: 15% (37 Students)	2022-2023: 8% (19 Students) 2023-2024: 14% (33 Students)	17%
CAST 5th and 8th	2018-2019 5th: 42% at Standard met or exceeded 2018-2019 8th: 40% at Standard met or exceeded	CAST will be available in July 2022	2021-2022 5th: 35% at Standard met or exceeded 2021-2022 8th: 43% at Standard met or exceeded	2022-2023 5th:40% at Standard met or exceeded 2022-2023 8th:41% at Standard met or exceeded	5th: 60% at Standard met or exceeded 8th: 60% at Standard met or exceeded

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of the planned actions under this goal were carried out with both success and challenges. Actions (2.1, 2.2, 2.4, 2.7) around collecting student achievement data, providing training in analyzing the data, teacher collaboration and technology use professional development; and actions (2.18, 2.19, 2.20, 2.23, 2.25, 2.26) of providing personnel and resources to support unduplicated students academically were implemented with success. . The actions that directly supported our English language learners in language development (Actions 2.5 and 2.6) were implemented differently than planned because individual sites addressed the actions in different ways based off their circumstances and level of need. Due the limited and changes in technology staff and and priory paid to cybersecurity, there was no progress made on the creation of district wide technology plan (Action 2.9). Action 2.12 and 2.13 were implemented not as planned as focused was made on providing a districtwide process for SPED referrals and screen team work was done at a district level. The rest of the actions were implemented as planned or as indicated discontinued as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2 data systems professional development was \$15,000 less than planned because of some of the training cost were free as part of the the purchase of the three year data systems. Only a portion of the budgeted funds for action 2.3 were used because Pacifica did not run the partially funded County Academic Center. In Actions 2.5 only a portion of the budgeted expenditures was actually spent because The English language development para professional support staff left the position during the first half of the year. Actions 2.6, 2.8, 2.9, 2.21 and 2.24 were not implemented in 2023-2024 and the funding budgeted for those actions was not used. Actions 2.12 no funds were needed as no teachers were stipend to work on the screen teams. Actions 2.13 only a portion of the budgeted amount was spent for roving substitute teachers in providing time for SPED teachers and general education teacher to collaborate. Action 2.15 none of the funds budgeted were used in 2023-2024 because there was not follow-up professional development to the 4-10-23 UDL training that all teaching staff received. The budgeted amount for Math paraprofessional support for combination classes (action 2.18) was above the actual expenditures due to the overestimate in the number of combination classes in 2023-2024. The Analyzing Teaching for Student Results Training for administrators (Action 2.21) did not take place in 2023-2024 as most of the site administrators were trained during the 2022-2023 school year. The Early Childhood Education Program (Action 2.24) funding was not used during the 2023-2024 school year because plans were being developed for implementation in 2024-2025. The rest of the actions within this goal had minor variations in expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The continued actions of staff professional development in data analysis, collaborative practices and instructional practice and use of resources around our comprehensive assessment system (iReady) has been highly effective in making progress to the goal. The results for the comprehensive assessment indicate that in a relatively short period of time students generally showed improvements from the fall assessments to the winter assessments results. The percent of students at-risk of not meeting grade level standard from the fall assessment to the winter assessment went from 26% at risk to 20% at risk in Reading and 23% at risk to 17% at risk in Math. Our action around improving educational outcomes of students with disabilities showed to be marginally effectiveness within the 2023-2024 school year, as shown by the growing percentage of SPED student who placed at Early on, Mid or Above grade level from Fall iReady diagnostic 12% and the Winter assessment 15% in ELA and from 7% in the Fall and 15% in the Winter. The actions of English language development professional development and instruction were not fully implemented in 2023-2024 and were ineffective in producing any significant progress towards goal. Within the previous year of 2022-2023, there was a direct impact in the improvement of moving English learners up language performance levels and re-designating English learners to fluent English proficient. Even with that progress, 89% of English learners placed at below grade level in reading on the winter 2023/2024 assessment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 in 2023-2024 will be carried over to the 2024-2025 LCAP. Although it is reworded, the goal will continue to address State priority Student Achievement and will additionally address the state priorities of School Climate (Priority 6) and other pupil outcomes (Priority 8).

SBAC ELA/Math and iReady ReadingMath metrics are being carried over to the 2024-2025 LCAP. But what is being measured is changed. Instead of measuring "distance to standard" on the SBAC as was done in the 2023-2024 LCAP, percent of students proficient and above will be the SBAC metric. with iReady, instead of measuring "at risk" percent of students, percent of student at or above grade level will be the metric. The metrics to monitor English learners progress will be carried over to the 2024-2025. 2023-2024 goal 2 actions actions that will be continued include Actions 2.5 and 2.6 which pertain to implementing and providing staff professional development to support implementation of Integrated and Designated English Language development. Actions 2.2 and 2.3 will be combined to create one action in the 2024-2025 LCAP around providing iReady staff development for teachers to assist them in making adjustments to instruction on a regular basis during the school year. The rest of the actions as written within this LCAP will not be carried over to the 2024-2025 LCAP as the focus of the new Goal 2 is around supporting instructional practices that produce increase achievement for all students. This includes actions around questioning techniques and metacognitive strategies of instruction. Changes to this Goal and it's metrics and actions are based off data analysis and educational partner input and will provide for a more focused and aligned approach to addressing the identified priorities under Student Achievement and School Climate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Increase awareness of, and work to ameliorate, the social and mental health of students (due in part to the effects of the pandemic) by promoting healthy self-care, providing opportunities for open discussions around identified issues; promoting a positive, safe, and supportive school climate; and creating opportunities for meaningful parent input and participation. (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers implementing the Caring School Community SEL Program as indicated by student assessment tool use.	0% (Teachers will begin implementation if Fall 2021)	Yet to be determined	Metric Discontinued	Metric Discontinued	100% of Teachers implementing Caring School community SEL Program
Reduce the Suspension Rate	2019-2020: All - 1% ELs: 1.7% SED: 2.6% SWD: 3.0% Homeless Youth: 0% Foster Youth: * Asian: 0% African American: 6.7% Filipino: 0% Hispanic: 1.6% Pac Isl: 6.3% Two/+: 0	2020-2021: 0 total suspensions recorded as a results of implementation of distance learning during the 2020–21 academic year.	2021-2022: All: 1.2% ELs: 0.4% SED: 2.3% SWD: 2.5% Homeless Youth: 3.4% Foster Youth: * Asian: 0.4% African American: 12.9% Filipino: 0.8% Hispanic: 0.8% Pac. Isl: 6.3%	2022-2023 - 20 students All: 0.7%; ELs: 1.5%; SED: 1.4%; SWD: 0.5%; Homeless Youth: 2.3%; Foster Youth: *; Asian: 0.4%; African American: 0%; Filipino: 0.8%; Hispanic: 1.2%; Pac. Isl: *; Two/+: 0.9%; White: 0.4%; American Indian/Alaska	All: less than 1% ELs: less than 1% SED: less than 1% SWD: less than 1% Homeless Youth: 0% Foster Youth: * Asian: less than 1% African American: less than 1% Filipino: less than 1% Hispanic: less than 1% Pac Isl: less than 1% Two/+: less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 1.0% American Indian/Alaska Native: *		Two/+: 1.1% White: 1.5% American Indian/Alaska Native: *	Native: * 2023-2024 - 19 students suspended Aug.2023 - February. 2024 White: 4 Two/+; 5 Hispanic: 6 Native Hawaiian/PI: 1 Filipino: 2 African American:1	White: less than 1% American Indian/Alaska Native: *
Middle School Dropout Rate	0%	0%	0%	0%	0%
Chronic Absenteeism %	2019-2020: All: 3.4% EL: 6.4% SED:7.9% Sp Ed: 6.5% Af Am: 3.4 % Asian: 2.6% Filipino: 4.1% Hispanic/Latino: 4.1% Pacific Islander: 0% White: 3.3% Two or More Races: 3.5% American Indian/Alaska Native: * Foster Youth: * Homeless Youth:*	The CDE has determined that absenteeism data are not valid and reliable for the 2019–20 academic year. The CDE recommends caution when comparing absenteeism data across academic years. Especially considering the implementation of distance learning during the 2020–21 academic year. 2020-2021:	2021-2022: All: 20.6% EL: 32.5% SED:38.7% Sp Ed: 29.3% Af. Am: 41.9 % Asian: 12% Filipino: 15.6% Hispanic/Latino: 30.7% Pacific Islander: * White: 16.7% Two or More Races:17.8% American Indian/Alaska Native: * Foster Youth:*	2022-2023 All: 18.5%; EL: 25.1%; SED: 33%; Sp Ed: 25.5%; Af Am: 30%; Asian: 8%; Filipino: 14.7%; Hispanic/Latino: 25.1%; Pacific Islander: *; White: 15.9%; Two or More Races: 19.9%; American Indian/Alaska Native: *; Foster Youth: *; Homeless Youth: 44.4%	All: 3.0% EL: 4% SED: 5% Sp Ed: 4% Af Am: 3% Asian:3% Filipino: 3% Hispanic/Latino: 3% Pacific Islander: 0% White: 3% Two or More Races: 3% American Indian/Alaska Native: 0% Foster Youth: 0% Homeless Youth: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All: 7.8% EL: 19.2% SED:19.8% Sp Ed: 15.1% Af Am: 26.9 % Asian: 5.1% Filipino: 3.6% Hispanic/Latino: 12.7% Pacific Islander: 16.7% White: 5.2% Two or More Races: 8.8% American Indian/Alaska Native: * Foster Youth: * Homeless Youth: 34.8%	Homeless Youth: 57.1%	2023-2024: Aug 2023 - Jan. 2024: All: 14.1%; EL: 25.8%; SED: 25%; Sp Ed: 19.9%; Af. Am: 18.7 %; Asian: 10.6%; Hispanic/Latino: 19.3%; Pacific Islander: 26.6; White: 12.8%; Two or More Races: 12.3%; American Indian/Alaska Native: *; Foster Youth: *; Homeless Youth: 36.8%	
Maintain High level Attendance Rate	2019-2020: All: 97.0% EL: 96.4% Special Ed: 96.3% SES : 95.7% Foster Youth; 97.0%	2020-2021: All: 97.6% EL: 94.4% Special Ed: 96.5% SES : 94.7% Foster Youth; 99.8%	2021-2022: All: 93.1% EL: 91.9% Special Ed: 91.6% SES : 90.5% Foster Youth; 97.1%	2022-2023: All: 93.3% EL: 92.2% Special Ed: 91.8% SED : 90.7% Foster Youth; ?% 2023-2024: Aug 2023 - Jan. 2024 All: 94.5% EL: 92.4% Special Ed: 92.9% SED : 92.5%	All: 98% EL: 98% Special Ed: 98% SES : 98% Foster Youth; 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Foster Youth: 96.8%	
Favorable Responses on Parent Survey regarding decision making (Family-School Relationship Survey; Panorama Education)	2019: 89%	December 2021 83%	September 2022 80%	December 2023 74%	95%
Favorable Responses on Parent Survey regarding participation (Family-School Relationship Survey; Panorama Education)	2019: 31 %	December 2021 31%	September 2022 34%	December 2023 39%	95%
Favorable Responses on Student Survey measuring students' perceptions of school safety (Student Survey; Panorama Education)	2020: 3rd - 5th grade - 68% 6th - 8th grade - 70%	December, 2021: 3rd - 5th grade - 63% 6th - 8th grade - 65%	September 2022: 3rd - 5th grade - 61% 6th - 8th grade - 60%	December 2023 3rd - 5th grade - 64% 6th - 8th grade - 61%	3rd - 5th grade - 90% 6th - 8th grade - 90%
Favorable Responses on Student Survey measuring students' perceptions of connectedness to school (Student Survey; Panorama Education)	2020: 3rd - 5th grade - 80% 6th - 8th grade - 68%	December, 2021: 3rd - 5th grade - 61% 6th - 8th grade - 39%	September 2022: 3rd - 5th grade - 57% 6th - 8th grade - 37%	December 2023 3rd - 5th grade - 64% 6th - 8th grade - 39%	3rd - 5th grade - 90% 6th - 8th grade - 90%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most of the actions were implemented as planned and were successful in making progress to the overall goal of addressing and supporting mental health and climate at all Pacifica Schools. Action (3.8) regarding assigning a protected youth site liaison was implemented differently than originally intended. Student Services department staff acted as the direct liaison to the site for these students and families by communicating and collaborating with the site administrator and teacher of these students. Regular communication and updates to support plans were a collaborative effort between Student Services department and the site administration and teachers. Actions 3.11 and 3.12 supports that were intended to be provided by a stipend teachers were provided by site administrators and a district wide social emotional wellness team. World Language Program (3.16) was maintained at Sunset Ridge but not offered to 8th graders at IBL in 2023-2024 school year. Action 3.21 providing opportunities for Parent informational Meetings was only partially implemented in that individual sites had parent meeting around curriculum content and social emotional/mental health practices, but there were no district wide parent informational meetings due to lack of capacity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some actions had material differences between budgeted expenditure and actual expenditure. The funding for actions around school climate and safety teams (3.6) and Student Study team process (3.7) was not used in 2023-2024 because the school site counselors and mental health district staff took on the task of providing site support in lieu of the teacher leads for each site. The budgeted funding for counselors as part of the Social Emotional and Mental Health Intervention/Support action (3.9) was over the actual expenditures because of an overestimate of cost. The funding for stipends for a teachers from each school to be part of the district Social Emotional Wellness team (Action 3.11) and the district team supporting Student attendance (Acton 3.12) was not used because the site administration and the District wide Social Emotional Wellness team took on the responsibilities of the teachers who were intended to be stipend. The SEL Curriculum Training (action 3.13), intended to be a follow-up district wide training to the all teaching and support staff training held in the 2021-2022 school year, was provided free of charge for those who had not been trained. Outreach Services and Resources (Action 3.14) expenditures were well over budget due to the significant increase in homeless and foster youth students. The diversity and inclusion professional development (Action 3.15) which was facilitated by a consultant was over budgeted because we were able to provide it within two half day District wide PD days. World Language Program was not provided at IBL and only at Sunset Ridge which explains the expenditures being significantly under budget. Action 3.21 Parent informational meetings budgeted funding was not spent in that sites had their own parent informational meetings. There were no district wide meetings.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The desired outcomes for 2023-2024 for all the metrics within this goal were not achieved with the exception of suspension rate. This is not a true indicator of the effectiveness of the actions within this goal. The actions (3.11, 3.12, 3.17 and 3.18) connected with attendance and chronic absenteeism were effective in making positive progress. The attendance rate of 94.5% in 2023-2024 is a whole percentage point higher than 2022-2023 rate and 14.1% of students are chronically absent in 2023-2024 which is 4.4% less than 2022-2023 percent of chronically absent students. Actions 3.2, 3.6, 3.7, 3.9, 3.11 and 3.19 that had a positive effect on achieving the desired outcome on the Suspension metric. With an overall 0.7% students suspended and significant student groups at, below or near 1% in 2022-2023 and similar rates in 2023-2024, the desired outcome has been achieved. The low percentage of parent participation as indicated on the parent perception survey was well below the desired outcome can be partly attributed to the ineffectiveness of the Site based parent informational meetings (action and that there were no districtwide informational meetings).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 in 2023-2024 is being changed for the 2024-2025 LCAP. The goal will focus on improving Community engagement to improve attendance and to be involved in supporting student success, The goal will continue to address State priorities of Parent involvement (Priority 3), Pupil Engagement (Priority 5) and School Climate (Priority 6). The new LCAP will continue to have metrics for Attendance Rate, Chronic Absenteeism, parent survey around participation and student survey around connectedness. Added metrics will include percent of staffs participation in both perception surveys and LCAP input surveys; percent of Parent/Family attending Education Workshop; and percent of written and verbal communication sent to families in their home language. Actions carried over to the new LCAP include Student, Family and Staff SEL & Climate Surveys (Action 3.1) and Family Communication in the Home Language (Action 3.10) with the focus the communication. An attendance campaign action is included in the 2024-2025 LCAP that is addressing 2023-2024 Actions (3.7, 3.12, 3.17, 3.18) which address the use of Student Study Teams and addressing student attendance and chronic absenteeism. The rest of the Actions from this Goal are either embedded within the other two 2024-2025 goals or had been discontinued before the 2023-2024 school year. Changes to this Goal and it's metrics and actions are based off data analysis and educational partner input and will provide for a more focused and aligned approach to addressing the identified priorities under parent involvement, Pupil Engagement and School Climate. The new goal 3 was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023